

University Of Alberta



0 0002 33733 01

THROUGH AFRICAN EYES

**CULTURES
IN CHANGE**

**TEACHER
LESSON
PLANS FOR**

**THE AFRICAN PAST AND THE
COMING OF THE EUROPEAN**



CURRICULUM

BY LEON E. CLARK

DT
14
C59
v.3
lsn.plan

CURR



EX LIBRIS
UNIVERSITATIS
ALBERTÆNSIS

00044/V

Through African Eyes:

Cultures in Change

TEACHER LESSON PLANS FOR

*Unit III: The African Past and the Coming
of the European*

by Leon E. Clark

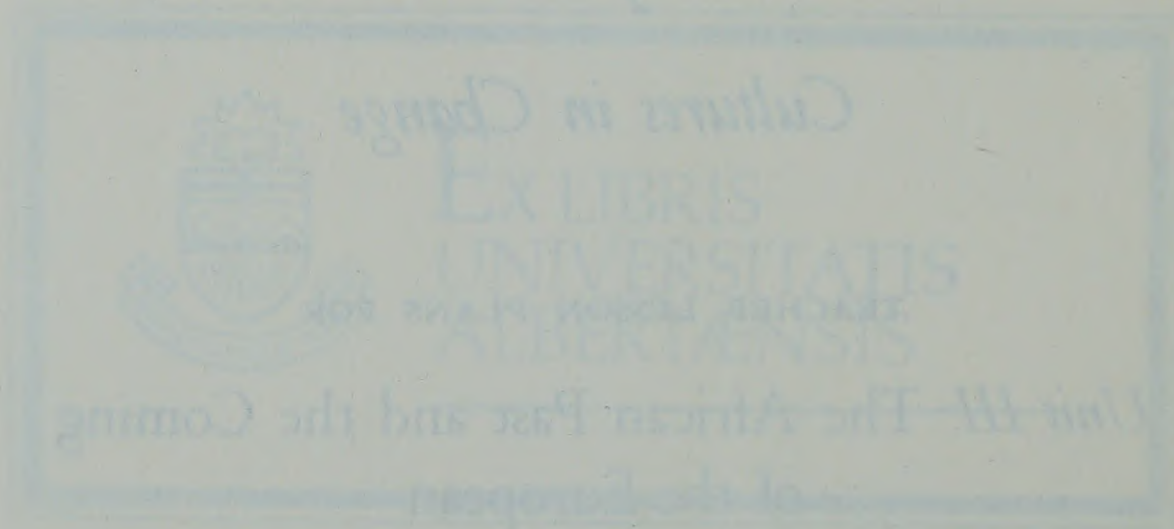


Frederick A. Praeger, *Publishers*

New York • Washington • London

UNIVERSITY OF ALBERTA LIBRARY

Through
African
Eyes:



FREDERICK A. PRAEGER, *Publishers*
111 Fourth Avenue, New York, N.Y. 10003, U.S.A.
5, Cromwell Place, London S.W.7, England

Published in the United States of America in 1970
by Frederick A. Praeger, Inc., Publishers

© 1970 by The Conference on Asian Affairs, Inc.

All rights reserved

Library of Congress Catalog Card Number: 72-89614

Printed in the United States of America

UNIVERSITY LIBRARY
UNIVERSITY OF ALBERTA

UNIT III

CONTENTS

	Page
Introduction	v
Source Materials	3
Lesson 1	9
Lesson 2	13
Lesson 3	18
Lesson 4	22
Lesson 5	25
Lesson 6	29
Lesson 7	34
Lesson 8	37
Lesson 9	41
Lesson 10	45
Lesson 11	48
Lesson 12	52

INTRODUCTION

A teacher recently characterized his role this way: "I am asked to be producer, director, writer, and star performer of five one-hour specials every day, five days a week, forty weeks a year." Such a role may seem impossible to fulfill, and yet teachers are forced to make the attempt every day. Certainly one way to bring educational reality a bit closer to the ideal is to create materials with the teacher's role in mind. Through African Eyes is designed for precisely this purpose.

In a very real sense, the readings in the student text help to eliminate the teacher's need to be a producer and writer; the lesson plans in this guide greatly simplify the teacher's job of director; and the method of learning embodied in the lessons should encourage the students to take over the role of "star performer." Students are always the stars in any good class, of course, and they should stand out even more with the inquiry (or discovery) approach to learning that is employed here. In short, Through African Eyes is a program in the "new social studies," based on the use of primary source materials and designed as a conceptual approach to learning.

Basic Goals

Certain basic goals have guided the selection of materials in the text and the writing of the lesson plans. Some of the more obvious ones are:

- To begin where the student is, drawing on his own life experiences.
- To give the student a feel for what he is studying rather than a mere description;

hence the use of primary source material.

- To focus on only the most important realities of Africa, making no attempt to "cover" the area, which is both impossible and detrimental to sound learning.
- To teach the process of analysis as well as content, using the latter as a necessary ingredient for the former.
- To teach values that tend to (1) break down Western stereotypes of Africa, (2) eliminate ethnocentrism, and (3) help students examine societies objectively.
- To find data that are so interesting and rich that they will (1) attract the student's attention and (2) yield generalizations and concepts that will be useful in studying all cultures and societies.
- To encourage the use of the inductive (discovery, developmental) approach to classroom teaching.
- To employ the various disciplines of the social sciences in examining Africa and in giving students the tools of analysis.

Most traditional programs in the social studies emphasize the teaching of facts; they try to convey all the important information "you just have to know"; and they approach the subject chronologically. The problem with this approach is that it doesn't work. Students become bored and teachers become frustrated. Moreover, this approach fails to contend with a number of fundamental objections.

First, facts in themselves are worthless. It is what we do with them that counts. And students will never know what to do with them if facts are all they learn. Moreover, facts are not durable; the information explosion renders them obsolete in a decade or less. Even if students succeed in school, the school will fail them later because the product of their education has built-in obsolescence.

Second, it is impossible to cover an area. There is so much information about any one nation, not to mention a continent, that it would take a lifetime of

study to do it justice. Any attempt to cram huge amounts of information down a student's throat amounts to force-feeding, usually in the form of teacher-dominated lectures, which leads to rote memorization on the part of students and finally to regurgitation on a test. People usually do not eat what makes them sick, and students have a tendency to behave very much like people.

Third, chronology is only one way of approaching a subject. And it happens to be the approach most difficult for young people to grasp. Few people under twenty years of age (perhaps under thirty) have a historical perspective. Young people are rooted in the here and now. If we hope to capture their attention, we had better begin where they are. (Through African Eyes begins, in Unit I, with the process of growing up, something with which students have first-hand experience, and moves, in Unit II, into social change, another topic intimately related to the experience of youth. Not until Unit III--after students have developed an interest in Africa and perhaps have raised questions about history--does the text deal with the African past. However, the publication of separate units makes it possible to begin with Unit III if the teacher prefers a chronological presentation.)

Our approach to Africa, then, does not rely on exposition that supplies ready-made answers for students. Rather, it uses primary source materials that allow students to conduct their own investigations and arrive at their own conclusions. Instead of memorizing inert facts or generalizations, which generally become ends in themselves, students develop useful concepts which become means to other ends--namely, the understanding of society, all societies, now and in the future. Concepts, after all, are simply focal points for analysis; they lead us into a systematic study of the dynamics of society, rather than into a collection of observations. The concept norm, for example, does not tell us anything about a particular society; it simply presents the occasion to ask a series of analytical questions: What are the norms? How do they affect behavior? How does social behavior

indicate the norms of the society? How do the social institutions embody these norms? What are the sources of these norms?

Such questions lead to an analysis of how societies work. They force students to examine data, formulate hypotheses, test these hypotheses by collecting and comparing more data, examine the sources of the data, and finally come to conclusions. These "answers," as interesting and rewarding as they may be, are not so useful as the process of analysis that led to them. After all, conclusions may change with time, and they may be totally irrelevant to other societies. But the process of analysis can be applied at all times and to all societies. In short, learning how to ask questions is much more important than learning answers. Education, after all, is largely a matter of learning how to learn.

Lesson Plans

The lesson plans in this guide are designed to help the teacher lead students to their own discoveries. Each lesson, geared for one day's work, begins with the concrete data presented in the reading (or film) and moves to increasingly sophisticated insights. The concepts, then, grow out of the data; they are not presented in the abstract.

The behavioral objectives of each class period are listed before each lesson. The lesson itself consists of a series of questions the teacher can ask and the types of responses that can be expected from students. No two classes are alike, of course, but these lessons have been tested, revised, and retested in both urban and suburban schools, from grade 8 through grade 12. Hence they have a certain amount of reliability.

The lesson plans, of course, are not meant to be followed slavishly. They are merely suggestive of the types of strategies that can be used. Some teachers may ignore them completely; some may follow them closely; and others--perhaps the majority of teachers--will use them in conjunction with their own methods.

Once a unit is started, however, it is a good idea to follow it through to the end; the lessons follow each other in a logical progression to ensure cumulative learning.

It is possible, and even desirable, to vary the way each lesson plan is used. Instead of asking questions, the teacher might allow students to conduct their own discussion, providing a list of questions from the plan that students might consider. Or, instead of holding any discussion at all, the teacher might ask students to write papers based on the assignment. A steady dose of directed discussions, after all, can be as deadly as a series of lectures. Students should never get the idea that for every question asked by the teacher a "right" answer exists. The questions in these lesson plans, in fact, are designed to stimulate dialogue, not to elicit predetermined answers. Students should be allowed to take the discussion in any direction they choose, so long as it is relevant.

Student Readings

The six units of Through African Eyes form a sequence of study. Ideally, students would move from Unit I through Unit VI, spending a full semester on the study of Africa. If less time is available, selected units or sections from all units can be used. Each unit is complete in itself, but obviously it will gather increased meaning when related to the other units.

Average ninth-grade students should have no difficulty in completing the assignments indicated for each class. If some students find the readings a bit short--as might be the case with advanced ninth graders and older students--supplementary reading can be assigned from the list supplied in this guide. The teacher should not assign more than one reading per night and attempt to telescope the daily lessons accordingly; the development of concepts takes time and should not be rushed.

The introduction to each reading attempts to put the content of the selection in a cultural and

historical context. It also provides continuity by recapitulating some of the ideas already discussed in connection with previous readings. The questions listed before each assignment are designed to give focus to the students' reading. They are not questions that can be answered easily. In fact, some do not have answers; they raise more questions. It is not wise, then, to ask students to write answers to these questions before class and then grade the answers. Such an assignment, however, does have the value of encouraging students to think about the reading.

Each unit develops sequentially; hence the readings in a given unit should be read in the order presented. This does not mean, however, that reading assignments cannot be interrupted. Outside activities, the further development of themes, the showing of films, all are excellent additions to the program. The importance of audio-visual materials cannot be over-emphasized. Not only do films "transport" students to other continents, but they offer a welcome change from the sequence of readings and class discussions. Almost any of the audio-visual materials listed for each unit in this guide can be used at any point in the program.

Final Note

Through African Eyes does not offer a watertight, "teacher-proof" program of study, whatever that could mean. It aims to increase freedom, not limit it. There is no substitute for the imagination of the individual teacher. And there is certainly no way to predict when the "teachable moment" will arise. Spontaneity has always been the hallmark of active minds. If this program can allow for spontaneity and even encourage it, if it can make students more active and adventurous in their own learning process, then it will serve its purpose. At the same time, it should go a long way in helping teachers with their five productions a day, five days a week, forty weeks a year.

Special thanks are due to Jack Strauss, Social Studies consultant for the Fairfield, Connecticut, public schools, for his invaluable assistance in designing the teaching strategies for Unit III. Some of the most imaginative ideas in these lessons were suggested by him.

Leon E. Clark

UNIT III

THE AFRICAN PAST AND THE COMING OF THE EUROPEAN

UNIT III

SOURCE MATERIALS

SUPPLEMENTARY READINGS

The following works are suggested for teachers and advanced high school students. All books listed are paperback unless otherwise noted.

Adu Boahen, Topics in West African History, London: Longmans, Green, 1966. An excellent introduction by an African scholar to some important problems and themes.

E. W. Bovill, The Golden Trade of the Moors, London: Oxford University Press, 1958 (cloth); Caravans of the Old Sahara, London: Oxford University Press, 1933. A closer view of some of the ancient West African kingdoms and their economic relations.

Basil Davidson, The Lost Cities of Africa, Boston: Little, Brown, 1959; The African Slave Trade, Boston: Little, Brown, 1961; The African Past, New York: Grosset & Dunlap, 1967. Basil Davidson is one of the most readable and exciting writers on African history. In each book he tries to keep the reader's ignorance and possible biases in mind, and his works are therefore understandable even for a beginner. The first two are interpretive precolonial histories; the last is a collection of historical documents.

W. E. B. DuBois, The World and Africa, New York: International Publishers, 1965. Dr. DuBois was a world-renowned Afro-American scholar who made contributions to both American

historiography and the Pan-African movement. This excellent book is both scholarly and exciting, historical and contemporary. Many of his other works are relevant and interesting, especially The Suppression of the African Slave Trade, New York: Russell, 1965.

Daniel Mannix and Malcolm Cowley, Black Cargoes: A History of the Atlantic Slave Trade, New York: Viking Press, 1962. This book discusses some frequently neglected aspects of the slave trade, particularly in reference to United States history.

Roland Oliver, The Dawn of African History, 2nd ed., New York: Oxford University Press, 1968; The Middle Age of African History, New York: Oxford University Press, 1967. These two books contain essays by scholars on various aspects of African history. They can be read profitably and enjoyably by beginners.

Roland Oliver and J. D. Fage, A Short History of Africa, London: Penguin African Library, 1962. An ambitious little book which attempts to cover the whole of African history in about 300 pages. Although it is not very thorough, the book does serve well as a general introduction to the continent and illustrates the problems of studying Africa as a whole rather than country by country.

Roland Oliver and Caroline Oliver, Africa in the Days of Exploration, Englewood Cliffs, N.J.: Prentice-Hall, 1965. A collection of documents dealing primarily with African kingdoms, but also with later precolonial history.

The following works can be assigned to high-school students.

J. F. Ade Ajayi and Ian Espie, 1000 Years of West African History, London and Ibaden: Ibaden University Press and Thomas Nelson & Sons, 1965 (cloth). A collection of essays

by Africans dealing with a wide range of historical problems. Well written and suitable for high-school students, with the teacher's guidance on some of the essays.

Lavinia Dobler and William Brown, Great Rulers of the African Past, Garden City, N.Y.: Doubleday Zenith Books, 1965. A simply written book dealing with some well-known African leaders. For readers on all levels.

Daniel Chu and Elliott Skinner, A Glorious Age in Africa, Garden City, N.Y.: Doubleday Zenith Books, 1965. A simply written expository text dealing with the ancient kingdoms of Ghana, Mali, and Songhay.

Basil Davidson, A History of West Africa 1000-1800, London: Longmans, Green, 1967; East Africa to the Late Nineteenth Century, London: Longmans, Green, 1968. Interesting and imaginative expository texts designed for African high-school students but also useful for Americans. These books may be too sophisticated for a slow ninth-grade reader. Davidson's A Guide to African History, Garden City, N.Y.: Doubleday Zenith Books, 1965, introduces students to general themes in African history. This book is simply written and interesting, excellent for slow readers.

Basil Davidson, African Kingdoms, New York: Time Inc., 1966 (cloth). A beautifully illustrated, simply written book on African history and traditional life. The photographs are as educational as the text.

Rhoda Hoff, African Adventures in Eyewitness History, New York: Henry Z. Walck, 1963 (cloth). An interesting collection.

Margaret Shinnie, Ancient African Kingdoms, London: Edward Arnold, 1965 (cloth). A good, fairly simple account of some of the lesser-known African kingdoms.

Olivia Viahos, African Beginnings, New York: Viking Press, 1962 (cloth). A narrative account of the ancient African kingdoms and traditional tribal patterns of life.

Tarikh, a journal of African history written by and for students in Africa, deals with specific problems and personalities. Useful for student research projects, it is available through Humanities Press, New York City. Published twice yearly, in May and November.

SUGGESTED AUDIO-VISUAL MATERIALS

16mm Films

Negro Kingdoms of Africa's Golden Age, Atlantis Productions, 894 Sheffield Place, Thousand Oaks, Calif. 91360

Color, 17 minutes. This film provides a good overview of the ancient kingdoms of the Western Sudan: Ghana, Mali, and Songhay. By integrating scenes of contemporary West Africa with shots of maps, diagrams, and art objects, it depicts the cultural as well as the social, historical, and technological aspects of the "golden age." For added relevance, the film ends with scenes of the slave trade, showing how slavery influenced Western views of Africa's past. Excellent for this unit.

Dr. Leakey and the Dawn of Man, Encyclopedia Britannica Films, 1150 Wilmette Ave.

Black and white, 30 minutes. This is an exciting film from several points of view: archaeology, biological evolution, African history, and the human quest for knowledge. It depicts Dr. Leakey's search for the origins of man in Olduvai Gorge in Tanzania.

The Old Africa and the New: Ethiopia and Botswana, McGraw-Hill Film Division, 330 West 42nd Street, New York, N.Y. 10036

Color, 15 minutes. A brief look at the ancient pageantry, government, and Coptic Church of Ethiopia, and, for contrast, a glimpse of the newly independent nation of Botswana.

Omowale: The Child Returns, National Educational Television, Audio-Visual Centre, University of Indiana, Bloomington, Ind. 47401.

Black and white, 30 minutes. This film, part of a series on "The History of the Negro People," is an insightful portrayal of the history of black Americans and their relationship to Africa. It tells the story of John Williams, a Mississippi-born novelist who goes to Africa in search of his ancestral roots. During his journey, he visits former slave centers, talks to black Americans who have come "home," and interviews African leaders, including Chinua Achebe, the famous Nigerian writer. This film is sensitively done; it has value for the study of Africa, as well as of the historical and psychological relationship of Africa and Afro-America.

Heritage of the Negro, National Educational Television.

Black and white, 30 minutes. This film, also part of the NET series "History of the Negro People," presents a thoughtful examination of ancient African civilizations.

Black History: Lost, Stolen, or Strayed, A C.B.S. News Production, Bailey Film Associates, 6509 De Long Pre Ave., Hollywood, Calif. 90028

This film, narrated by Bill Cosby, attempts to uncover white American attitudes toward black Americans as revealed in textbooks, Hollywood movie stereotypes, and forms of behavior.

The Heritage of Slavery, Bailey Film Associates.

This C.B.S. production examines slavery and the attitudes it fostered, which persist today. It effectively shows how the past influences the present by contrasting interviews with descendents of plantation owners and with black activists.

In Search of a Past, Bailey Film Associates.

This film follow three black Washington (D.C.) high school students on a visit to Ghana in an effort to discover how pertinent Africa is to today's black Americans.

Filmstrips

Early Art, Warren Schloat Productions, Inc., 115 Tomkins Ave., Pleasantville, N.Y. 10570

Color, 19 minutes. This 65-frame filmstrip, with an accompanying record, shows historical sites and art of East and Central Africa, including Ethiopia, Zimbabwe, and Timbuktu.

Timbuktu: Republic of Mali, Eye Gate House, Inc. 146-01 Archer Ave., Jamaica, N.Y. 11435

Color. Forty-eight frames dealing with the history, peoples, and economy of ancient Mali.

Slides/Records

Emerging Africa in the Light of Its Past: Land, People and History (Unit 1), Cultural History Research, Inc., 6 Purchase St., Rye, N.Y. 10580

Color, 30 minutes. Forty slides, record narration, and script of record. This is a rapid survey of Africa's past, including geography, ethnic composition, and cultural groups. Should be shown during the first half of the unit.

UNIT III--LESSON 1

(This lesson precedes the first assignment.)

OBJECTIVES

Knowledge

- A. To know that the past has a profound influence on the present.
- B. To know that nations, families, and individuals take an interest in the nobility of their past.

Critical Thinking

- A. To be able to detect the effect of the past in our own lives.
- B. To be able to infer the past from the present.

Values

- A. To develop an appreciation for the past.

TEACHING STRATEGY

Teacher

Write on the board: "The past has made me what I am."

Give the students paper and ask them to spend five minutes or so responding to this statement, listing

Students

A variety of answers should be given, ranging from biological to religious factors.

TeacherStudents

aspects of the past that they think have helped to make them what they are.

When the students have finished, ask them to read aloud some of their responses. Write them on the board, encouraging students to discuss them one by one.

List the words "parents," "country," "Protestantism," "Catholicism," and "Judaism" on the board. Then ask the students to see how far back in time they can trace each of these words, which represent influences of the past on the present, going back step by step.

"What is there about you (what is there in the present) that is not a result of the past?" (Play devil's advocate here; point out historical antecedents of ideas that students think are original.)

"My parents--they created me; they gave my skin color, my size, my hair, my eyes." "My grandparents came to America, so I was born here." "My ancestors became Protestant centuries ago, so I hold Protestant values."

E.g., parents, grandparents, great-grandparents, ancestors in Europe, ancestors during prehistoric times.

Protestantism, European Protestantism, European Catholicism, pre-Christian Judaism, pre-Judaic Zoroastrianism, etc.

Almost any influence from the past can be traced back to prehistoric times. Such an exercise should help students develop an appreciation of history.

Allow students to speculate. They will probably find it difficult to find anything in themselves or in the present that does not depend on something in the past. However, they are apt to say that their ideas are new.

Teacher

"I am my past." Ask students to discuss this.

"If we take away the past, what is left?" Ask students to imagine that they are victims of amnesia. "Who are you now?"

Ask students to go through the activities of a day as an amnesiac.

"If you and your past are in some sense identical, what happens if your past is considered 'inferior,' 'empty,' 'meaningless,' or 'evil?' How will this affect you today?" Discuss.

(Play the song "Officer Krupke" from West Side Story.)

"How do countries (and families) try to portray a noble past? Why do they do it?"

Students

Students should see that this statement is largely true; however, they will also argue that they are themselves, too.

Obviously, without the past, there is no present. An amnesiac would lose his whole orientation.

Students should be free to speculate on the various problems the amnesiac would face from morning until night.

It may affect your self-image. You may develop the idea that bad fruit comes from bad seeds. Examples: Negro--slave past; a child whose father has the reputation of being the town drunk; a child who is illegitimate.

Countries create national heroes; e.g., George Washington and the cherry tree. Families boast about the accomplishment of their ancestors; they often create a family genealogy. These efforts are an attempt to bring dignity to the present.

TeacherStudents

(If any students have family genealogies or crests, have them bring them into class.)

"Even if the past has made us what we are, what good does it do to know about the past? We can't change anything, can we?"

Students may agree or disagree. Allow them to discuss freely. Some may say that we can learn from the past. Some may say that it's simply fun to know how the world developed. Some may say that history (the past) is useless.

Have students discuss the following quotations. The class may be divided into four groups for this activity.

"The more things change, the more they stay the same."

"Those who do not know the mistakes of the past are doomed to repeat them."

"History is a relay race."

"History is a series of lies."

A writing assignment could also be based on these quotations.

The rest of this unit will deal with these questions in one way or another. Answers, opinions, and more questions are bound to develop.

UNIT III--LESSON 2

ASSIGNMENT

Read the "Introduction" to Unit III (pp. 3-7).

OBJECTIVES

Knowledge

- A. To know what "mental set" is.
- B. To know that prejudice affects mental set.
- C. To know that historians of Africa formerly relied on written records only but today are using evidence from the oral tradition and archaeology.

Critical Thinking

- A. To be able to infer the limitations that "set" places on perception.
- B. To be able to form hypothetical solutions to the problem of limited or biased perception.

Values

- A. To develop a "feel" for the problems of the historian.
- B. To develop empathy for the victims of "bad" history.
- C. To display a desire to avoid biased perception.

TEACHING STRATEGY

TeacherStudents

Start the class period with an experiment: read the following statements aloud:

John is wearing a gray hat.

Mary is wearing a red hat.

Alice is wearing a beige hat.

Bob is wearing a blue hat.

Ruth is wearing an orange hat.

Janet is wearing a purple hat.

Ask the students: "What color hat is Bob wearing?"

Most students will not know the answer.

"I'll read the list again. See if you can discover the color of Bob's hat."

Students will know immediately that Bob is wearing a blue hat.

"Why did you get the answer so easily the second time?"

We knew what we were looking for.

Tell the students: "When you know what you are looking for--when you are prepared to see something when it appears--you have what psychologists call a 'mental set.'" Write "mental set" on the board.

Ask: "What kind of set did Europeans have when they went to Africa? What kind

Discuss. Allow students to speculate. They will probably conclude that

TeacherStudents

of culture were they ready to recognize?"

Europeans had a European set, so to speak; they were looking for culture in European terms.

"What kinds of evidence of the African past were European historians looking for?"

They were looking for written documents.

"How valid, then, would you say European conclusions would be about African culture and history?"

Discuss. Not particularly valid. The Europeans' set limited what they saw or recognized. To base the history of a nonliterate people on written records is ridiculous.

"What other kinds of evidence are historians of Africa recognizing today?"

Oral tradition and archaeological evidence.

"Why do you think historians have expanded their set? Or, to put it in another way, why do you think Europeans in the past found it convenient to believe that Africa had no past or culture?"

To justify slavery and colonization. Today these same needs do not exist. Besides, Africans themselves are beginning to write African history.

"There is an old Chinese saying: 'We see what is behind our eyes.' To what extent do you think this is true? Discuss.

Students should be free to discuss the pros and cons of this statement and to cite concrete examples. They will probably mention "mental set" and how it determines what we see. They might also mention the influence of prejudice, the

TeacherStudents

"How does a person's prejudice affect his mental set?"

To encourage discussion, ask: "If you believed black people were lazy, for example, and you "saw" 19 hard-working black men and one lazy one, what would you conclude?"

"To what extent would you really see the 19 hard workers? Explain." (Note that this repeats the "hat" exercise in another context.)

"How can we avoid this problem of selective vision?"

"It has been said: 'History is a series of lies.' Discuss."

"How, then, can we ever arrive at historical truth?"

attitudes we bring to a situation.

Open discussion.

The one example would probably be enough to confirm your prejudice.

In a sense you wouldn't see them at all because you would be looking for lazy blacks. A good example of prejudice affecting mental set.

Expand our set. Become aware of our prejudices.

Everyone has his own interests (and prejudices) and therefore sees only certain things. In a sense no historian has the whole truth.

Open discussion. Maybe we never can, but we can examine different points of view, try to become aware of the biases of various historians, and then try to strike a balance that will come closer

to the truth than any one view.

"If historians from another culture were to tell you that you had no history, how could you answer them?"

Students should play the role of victims of prejudiced scholarship. They should point out the effects of cultural bias and the limitations resulting from mental set.

UNIT III--LESSON 3

ASSIGNMENT

Read "Ancient Ghana: Kingdom of Gold" and "Modern Ghana" (pp. 8-20).

OBJECTIVES

Knowledge

- A. To know that Africa had great kingdoms in her early history.
- B. To know that Ghana was the first of the Sudanic kingdoms.
- C. To know the factors that led to Ghana's wealth and power.

Critical Thinking

- A. To be able to detect elements of national power from specific data and to be able to see their interrelationships.
- B. To be able to draw analogies between Ghana and great contemporary powers.
- C. To be able to infer the economic importance of scarcity.

Values

- A. To develop appreciation for early African achievements.

TEACHING STRATEGY

<u>Teacher</u>	<u>Students</u>
"It has been said that gold made Ghana. In what sense is that true?"	Ghana got its wealth from gold. Gold was just about the only export product of Ghana.
"How did Ghana get its gold?"	Served as middleman between the gold fields of Wangara to the south and the Arab traders to the north, who brought salt.
"Why were the Wangara willing to trade salt for gold?"	Discuss. Students should speculate. Some will probably mention scarcity.
Say to the class: "Imagine that I have a bottle of water here. How much will you pay me for it?"	Chances are that students will not offer very much.
"Why won't you offer more?"	Who needs it?
"If you were in the middle of the Sahara and hadn't had a drink of water in three days, how much would you offer?"	Plenty, maybe everything I had.
"Now, if I were a middleman between you and the water bearer, how much control would I have over you? How powerful would I be?"	Discuss. The middleman is probably in a stronger bargaining position than either the thirsty man or the water bearer. He is the only person in touch with all parties and is therefore in the best position to turn the trade to his advantage. Each party has to depend upon

<u>Teacher</u>	<u>Students</u>
	his information and his control of the trade.
"How was Ghana able to get in such a powerful middleman position?" (List the factors of power on the board as students give them.)	It was ideally located geographically; it controlled the land; and it kept the trade going by providing security for both the Arabs and the Wangara, protecting them from bands of would-be invaders.
"How was Ghana able to control the land?"	It had a large army. It defeated its neighbors.
"What enabled the army of Ghana to defeat its neighbors?"	The use of iron weapons. Technology.
"How did it administer its large area?"	A central authority (king) delegated power to subordinate governors.
"How did the king get his wealth?"	By taxation of the lesser "kings," or governors.
"Why did the governors pay this tribute to the king of Ghana?"	The king guaranteed their local control.
"What sort of leader was the king?"	Discuss. He was strong, but also diplomatic. He allowed Arabs to reside in his kingdom so long as they paid taxes. He neutralized potential enemies--i.e., the Arabs --by absorbing them into the kingdom.
(By now several words or phrases should be listed	

TeacherStudents

on the board: geographic location, control of land, powerful army, advanced technology, highly developed governmental organization, wealth through taxation, and wise leadership.)

"How are these factors of power relevant today? Give specific examples."

"How is trade important to great powers today?"

"Why does Kwame Nkrumah say that the Gold Coast wants to take the name Ghana after independence?"

Open discussion. Students should mention America, Russia, China, etc.

Discuss. All great powers are also industrial powers and have manufactured goods to offer to other countries.

The name Ghana will be a source of inspiration for the future. This move shows a nation's need for pride and a positive historical image.

UNIT III--LESSON 4

ASSIGNMENT

Read "The Kingdom of Mali" (pp. 21-32).

OBJECTIVES

Knowledge

- A. To know that Mali succeeded Ghana as the dominant kingdom in the Western Sudan.
- B. To know that Mali surpassed Ghana in size and wealth.
- C. To know that Mansa Musa was one of Mali's strongest leaders.
- D. To know that values can be an element of power.

Critical Thinking

- A. To be able to draw comparisons between societies.
- B. To be able to infer personal attitudes from personal behavior.
- C. To be able to infer the connections between religious beliefs and civil law.

Values

- A. To see that a great society is more than just powerful.
- B. To see that tolerance for people who are different is an aspect of greatness.

TEACHING STRATEGY

<u>Teacher</u>	<u>Students</u>
"What similarities can you see between Mali and Ghana?"	Both were wealthy from control of the gold trade; both had strong leaders; both had powerful armies; both had highly developed legal systems; both had a system of taxation.
"What were some of the differences?"	Mali was larger; it expanded the old kingdom of Ghana; Mali was a Muslim state.
"What does the account of Mansa Musa's trip to Cairo tell us about Mali?"	It shows the wealth of the Mali Empire. Musa gave away so much gold that the market for gold was ruined. It also shows the power of Mali; Musa brought an entourage of 60,000 men.
"What does Musa's attitude toward the Sultan of Egypt tell us about Musa?"	It shows that Musa considered himself very important; he refused to kiss the ground before another ruler.
"Why did Musa go to Cairo in the first place? What does this tell us about Musa?"	He went to make a pilgrimage to Mecca. It shows that he was deeply religious.
"What values did the Muslim religion bring to the Kingdom of Mali?" (Have students look at the last section of the reading, "Security and Justice.")	It placed great emphasis on justice, personal safety, honesty, punctuality, cleanliness, piety, tolerance, and discipline.
"Is a nation's moral code an element in its power?"	Open discussion. Students may suggest that values

TeacherStudents

Does it rank, for example, with leadership, wealth, and technology?"

keep a country together by maintaining order and making a people cohesive. A country may in fact fight hardest for its values and may win allies because of them. Values demand sacrifice and discipline.

"What is the difference between a powerful country and a great country? Can an immoral country be great?"

Open discussion.

"To what extent is the United States a great country?"

Open discussion.

"Would you feel safer as a foreign visitor to Mali or to New York City? Why?"

Answers to these questions will vary, but many students will probably answer, "Mali," because of its emphasis on safety, justice, and tolerance for other people.

"Would you rather be a white man in Mali or a black man in America?"

"How well does the word 'backward' apply to ancient Mali?"

Students should see that it doesn't apply at all.

UNIT III--LESSON 5

ASSIGNMENT

Read "Griots: The Oral Tradition" and "Sun, Science and History" (pp. 33-43).

OBJECTIVES

Knowledge

- A. To know the traditional responsibilities of the griots.
- B. To know how the oral tradition operates.
- C. To know how archaeology contributes to the "writing" of history.

Critical Thinking

- A. To be able to speculate (form hypotheses) about the validity of the oral tradition.
- B. To be able to suggest methods of testing evidence from the oral tradition.
- C. To be able to infer the importance of the past for people living today.

Values

- A. To develop an appreciation for the contributions of the oral tradition and archaeology.
- B. To develop a desire for historical truth.

- C. To feel empathy for Africans (and all other people) who are emotionally attached to their past.

TEACHING STRATEGY

<u>Teacher</u>	<u>Students</u>
"What are the traditional responsibilities of the griot?"	To serve the kings as teachers and masters of eloquence; to be the "memory of mankind"; to preserve history; to settle differences between tribes.
"What does this griot claim to know?"	He says he knows all the rules of Mali.
"How reliable does he say his knowledge is?"	Very reliable. He says, "My word is pure and free of all untruth."
"How reliable do <u>you</u> think his knowledge is?"	Discussion. Students should present evidence. The griot certainly has control of an impressive amount of detail. His description of the Mali kings seems quite complete.
"How can we test the reliability of the griot's information?"	Students should speculate here. Some possible suggestions: compare with other oral reports; compare with written documents; compare with archaeological findings. Students will probably mention the episode in "Sun, Science and History."
Ask students to look at the picture of Zimbabwe on page 43 of the text and to read the caption.	

TeacherStudents

"Why did Europeans at first think Zimbabwe was built by Europeans?"

They thought it was too complex to have been built by Africans. Unusual design for Africa.

"What does this early opinion tell us about European attitudes toward Africa?"

Europeans had a very low opinion of Africans. They did not consider them capable of creating a "high civilization."

"Why is the approach of archaeology a good way to dispel some of these biased opinions?"

It is based on scientific fact, not subjective opinion. It is relatively culture-free and therefore reliable.

"How might the truth about the African past affect Africans today?"

It might give them pride and free them of a European image of themselves.

"What concrete evidence is there that Africa takes pride in its past?"

New nations are taking the names of old African states--e.g., Ghana, Mali, and (one day) Zimbabwe.

Ask students to read "White Rhodesians Deny Zimbabwe--Past and Present" on pp. 44-46 of the text.

"Why would the white Rhodesians want to disprove the African origin of Zimbabwe?"

To perpetuate the myth of African inferiority. To eliminate a source of African pride which could encourage nationalist movements.

"Compare these white Rhodesian attitudes today with the attitudes of white historians in the past."

The Rhodesians hold the same superior (racist) attitudes as the former European historians of

TeacherStudents

Africa. They simply do not regard the Africans as "civilized."

"Why do the Rhodesians 'need' to hold these attitudes, psychologically?"

To justify their subjugation of the black majority of Rhodesia. This is similar to the justification of slavery.

UNIT III--LESSON 6

ASSIGNMENT

Read "The Rise of Songhay" (pp. 47-53).

OBJECTIVES

Knowledge

- A. To know that Songhay succeeded Mali as the dominant empire in the Western Sudan.
- B. To know that strong leadership played a key role in Songhay's rise to power.
- C. To know that Songhay had a highly sophisticated governmental and social system.

Critical Thinking

- A. To be able to evaluate the effects of strong leadership on a nation.
- B. To be able to infer the values of a society from its social structure.
- C. To be able to analyze the functions of a caste system.

Values

- A. To appreciate the social sophistication of the Songhay Empire.

TEACHING STRATEGY

<u>Teacher</u>	<u>Students</u>
"What kind of city was Timbuktu?"	Timbuktu was a center of commerce and a major center of learning. It was a prized possession of Mali.
"When did Mali begin to lose control over Timbuktu?"	When Mansa Musa died, Mali's hold on the area was weakened.
"What does this reveal about leadership?"	Strong leadership can hold an empire together. The absence of strong leadership can result in the loss of territory.
"How was Songhay able to conquer Timbuktu?"	The size of the Songhay army so frightened the Timbuktu leader, Chief Akil, that he fled the scene.
"What does the reading reveal about Sunni Ali as a leader?"	He was shrewd, an opportunist, a superb soldier, headstrong, revered by his people, both cruel and generous.
"Who succeeded Sunni Ali?"	Askia Muhammad followed Ali as emperor of Songhay.
"How was Askia able to unify Songhay?"	He appointed provisional governors and organized a central government of ministers. He appointed representatives to govern each town and village. He emphasized the Moslem faith.
"How was Songhay's social system organized?"	According to a caste system that grouped

TeacherStudents

	people by occupation and prestige.
"What are the advantages of a caste system?"	It ensures job specialization or a division of labor.
"What are the disadvantages?"	It creates a rigid social structure. Individuals have little chance of improving their station in life.
"Who was at the top of the social and political ladder in Songhay?"	First came the descendants of the original Songhay people, then came freemen, traders, noble cavalrymen, and foot soldiers.
"What values of the Songhay people are revealed by this list?"	Family ties, length of residence, wealth, education, and special occupation.
"How does each of these factors influence class ranking in our own society?"	
Family ties:	Reference might be made to "blueblood" families. Blood relationships are important for getting into certain clubs.
Length of residence:	Older, more established residents tend to be more respected than newer arrivals. Particularly true of native-born residents as opposed to recent immigrants.
Wealth:	The amount of wealth an individual possesses is

Teacher

Students

related to his social-class standing. For example, Rockefellers, Social Register.

Education:

Prestige is confined to those who have earned college degrees or higher. Dropping out of school is frowned upon.

Occupation:

Certain occupations carry greater prestige than others, sometimes because of the salaries attached to them, but sometimes not--e.g., doctor, judge.

Ask students to rank the following occupations according to prestige:

doctor	night watchman
lawyer	salesman
plumber	farmer
barber	factory worker
tailor	career soldier
politician	butler
movie star	teacher

"What values underlie your ranking of these occupations?"

Open discussion. Students will probably agree that their values indicate a

TeacherStudents

	higher regard for white-collar workers than for blue-collar workers.
"How does your ranking system compare to that of Songhay?"	Songhay ranked its people as follows (in descending order): descendants of Songhay people (leaders), freemen and traders, the army, war captives, and slaves.
"Where does the army rank in America?"	Discussion.
"What were the advantages for Songhay in having a professional army?"	It eliminated the waste of drafting people away from civilian occupations.
"What are the disadvantages of a professional army?"	The army gains a great deal of power; it could actually control the country.
"What is America's attitude toward the question of a professional army?"	Open discussion. Historically, we have felt that civilians should control the army, but today there is much sentiment for following Songhay's approach.

UNIT III--LESSON 7

ASSIGNMENT

Read "Ethiopia: Ancient Kingdom Survives" (pp. 54-60). From the reading, collect evidence of elements of power and list it under the following categories: geography, wealth, trade, agriculture, technology, leadership, government structure, social structure, army, and national morality (unifying values).

OBJECTIVES

Knowledge

- A. To know what elements of power were present in Ancient Ethiopia.
- B. To know that Ethiopia has a 3,000-year continuity, making it the oldest Christian empire in the world.

Critical Thinking

- A. To be able to classify data.
- B. To be able to compare and contrast societies.

Values

- A. To appreciate the accomplishments of early East African states.

TEACHING STRATEGY

Teacher

Have students read aloud the words and phrases they listed under each element of power. Have one or more students write the responses on the board.

Students

Geography: coastline, perfect climate, ideal location for trade.

Wealth: ebony, gold, panther skins, cinnamon, myrrh, frankincense, eye cosmetics.

Trade: with Egypt, Greece, Rome, India, and the Middle East, involving goods mentioned above.

Agriculture: highly productive land, terrace farming.

Technology: written language, excellent architecture, roads of stone, minting of coins.

Leadership: continuity of strong leaders, central authority.

Government structure: federation of semi-independent kingdoms, all responsible to the King of Kings.

Social structure: feudalism.

Army: strong, never completely defeated to this day.

National morality (unifying values): Christian state.

TeacherStudents

Have students take turns reading "East African Glory" (pp. 61-67) aloud in class. The purpose of this exercise, besides learning about ancient East Africa, is to help students review several ideas already introduced in this unit.

After the first reader has reached the end of the third paragraph, ask the class: "How do you explain the fact that history books have ignored the glories of the East African past?"

After the next six paragraphs (i.e., at the end of paragraph nine), ask: "What elements of power led to East Africa's development?"

At the end of the reading ask: "What led to the downfall of the East African city states?"

Discuss. Students should mention such factors as European set, stereotypes, bias, European need to justify slavery and colonization, etc.

Coastal location (geography) and trade. Islam was a factor, too, providing unifying values that supported social organization.

Military attacks by Europeans. Small city states could not defend themselves as large empires could.

Note: The rest of this unit deals with the coming of the European and its effects on Africa, most notably in the slave trade.

UNIT III--LESSON 8

ASSIGNMENT

Read "Booty for the King: the First Captives" and "Onward Christian Soldiers" (pp. 68-80).

OBJECTIVES

Knowledge

- A. To know when the Europeans (Portuguese) first explored Africa.
- B. To know how the Portuguese and Africans reacted to each other.
- C. To know that hope of commerce and Christian conversion motivated the Portuguese.

Critical Thinking

- A. To be able to infer people's attitudes from their behavior.
- B. To be able to infer the effects of religion on a social system.
- C. To be able to form hypotheses on the long-range effects of social change.

Values

- A. To sympathize with the victims of foreign aggression.

TEACHING STRATEGY

<u>Teacher</u>	<u>Students</u>
"Why did Captain Goncalvez want to take captives?"	For booty, to make money.
"What year was this?"	1446.
"How did the Portuguese react to his return home?"	They were overjoyed; they almost swamped the ships; they celebrated in the streets; they praised the virtues of the Prince, who sponsored such explorations.
"How can you account for the willingness of the Portuguese to make profit from the sale of people? What does this tell us about their attitudes?"	Allow students to speculate. They will probably say that the Portuguese considered themselves superior to the Africans, or simply did not consider the Africans human.
"Why didn't any Portuguese object to this activity?"	Because the majority favored it. They considered it a "good," hence an opponent would have to be "evil."
"What were the motives, besides money, of the Portuguese raiders? What were the general motives of the Portuguese for exploring Africa?"	Commerce, the Cross, and country--the three C's.
"Why didn't Diogo Cam take slaves in the Congo?"	He wanted to establish friendly relations with the people. He wanted to make converts.

TeacherStudents

"How did he treat the Africans he took back to Portugal?"

He treated them very well, as equals.

"How did the Africans treat Diogo Cam's men who stayed behind?"

Equally well.

"In general, how would you characterize the relationship between the Portuguese and the Africans in this reading?"

They treated each other with mutual respect.

"How can you account for this? (Why do people respect each other?)"

They each probably recognized qualities in the other that fit their image of "civilized" people.

"What qualities in the Africans might have impressed the Portuguese?"

Their intelligence; they learned the Portuguese language quickly and gave intelligent answers. The Africans were hospitable; they kept their word. They had an organized society.

"What qualities in the Portuguese might have impressed the Africans?"

Their ability to travel in ships. Their general conduct; they seemed to keep their word. They came from an organized state. In short, they seemed to be as good as the Africans.

"When the Portuguese insisted (as Diogo Cam indeed did) that the Africans become Christians, why did the Africans agree?"

Speculate. Why not? If it pleased their visitors and didn't conflict with their own beliefs, then it would help to maintain good relations.

Teacher

"What happened when Christianity did conflict with African beliefs? Give examples."

"How deeply rooted, then, do you think Christianity was among these Africans? (How rapidly, in fact, were the Africans converted?)"

"Christianity may have been accepted only superficially, but how did it disrupt this African society?"

"How did Dom Affonso win his battle against his brother?"

"What long-range effects did this battle have on Affonso's kingdom?"

Have students write two or three sentences in answer to the following questions:
"What sort of relationship do you think Affonso had with the Portuguese later? What do you think happened to his kingdom?"

Keep the papers until next lesson. DO NOT GRADE THEM; THERE ARE NO RIGHT OR WRONG ANSWERS.

Students

The king renounced Christianity. He insisted on keeping his wives.

Probably not very deeply; they were not willing to change for their new "religion." They were converted in a matter of days.

It created conflicts: father against son, brother against brother. It weakened the social structure.

The story has it that St. James and the angels helped him. Another explanation is that Portuguese troops came to his rescue.

It opened the way for Christian missionaries. The Church of Rome exercised almost as much authority as the king himself.

UNIT III--LESSON 9

ASSIGNMENT

Read "Which Side Are You On?" and "Setting Up Shop" (pp. 81-90).

OBJECTIVES

Knowledge

- A. To know that European traders encouraged Africans to break local laws.
- B. To know that European traders undermined traditional African authorities.
- C. To know that laws are enforced through sanctions and rewards.

Critical Thinking

- A. To be able to recognize the connection between authority and laws in society.
- B. To be able to test hypotheses with new information.
- C. To be able to assess the advantages and disadvantages of early European trade in Africa.

Values

- A. To appreciate the need for law and authority in society.
- B. To side with human values over material values.

TEACHING STRATEGY

TeacherStudents

Return the papers from the last class, but make sure that no student gets his own paper. Ask students to read aloud the predictions listed on the papers. Have one student record the major predictions on the board--that is, the ones that appear several times.

After the predictions are listed, ask the class: "Which predictions are correct? How were you able to foresee these developments?"

"What in fact did happen? What complaints did Dom Affonso make to the King of Portugal?"

"What effects did these traders' activities have on Affonso's kingdom?"

"What is the relationship between law and authority in society?"

Students should refer to the reading assignment. They will probably see that their correct predictions were based on an analysis of Portugal's power and ability to control Dom Affonso's government.

He complained that Portuguese traders offered prohibited goods to his people and also developed trade in slaves.

Affonso points out that his authority was being undermined because the Portuguese could offer goods to his subjects that he could not offer. Also, taking slaves illegally weakened his authority by violating the laws of the kingdom.

Discussion. Authority rests on its ability to enforce laws, but laws are

TeacherStudents

enforceable only when there is authority behind them.

"How did Affonso try to assert his authority through law?"

By passing a law that required Portuguese traders to inform Affonso's officials of their activities.

"Do you think the Portuguese obeyed the law? Explain."

Probably not. Affonso did not have the power to enforce it. He was too weak to apply sanctions.

"Why were the Portuguese able to convince Affonso's subjects to break the laws of the kingdom?"

They had very attractive material rewards to offer them. They could offer more goods than Affonso could.

Reinforce these last two points by writing the words "sanctions" and "rewards" on the board. Law, to be effective, must have an authority behind it that can impose sanctions against those who break the law and offer rewards to those who follow it.

Ask students: "What laws (in school or in society at large) do you follow because of sanctions and rewards? What laws might you be tempted to break if there was a lack of sanction or reward?"

Open discussion.

"Are there reasons besides social sanctions

Students should discuss the role of ethics

Teacher

and rewards for obeying laws? What about your own sense of right and wrong?"

"Compare Affonso's sense of morality with that of the Portuguese traders."

"How did the Africans benefit from these early contacts with the Europeans, including the slave trade?"

"Which Africans benefited? How numerous were they?"

"What did the Africans lose?"

"How numerous were the Africans who lost through this trade?"

"Judging by the way the Portuguese treated the Africans, what values did they most prize?"

Students

and religion in obeying laws.

Affonso took the ethics of Christianity seriously. The Portuguese seemed willing to bend Christianity to suit their commercial interests.

They got material goods. They also received some medical aid, but very little, as Affonso's plea indicates.

The traders; a small minority.

They lost control over their own people, i.e., authority. Local governments were disrupted. They also lost large segments of their population to the slave trade.

Discuss. Probably the majority.

Discussion. They seemed to value material goods above everything else. They bought people like commodities. They abandoned the humanistic teachings of Christianity.

UNIT III--LESSON 10

ASSIGNMENT

Read "Slaves, Guns, More Slaves" and "The Story of a Slave," Part I (pp. 91-105).

OBJECTIVES

Knowledge

- A. To know that European guns increased tribal warfare.
- B. To know that Africans were "forced" to engage in the slave trade for their own survival.
- C. To know that African slavery was humane compared to the type of slavery practiced by Europeans.
- D. To know that Europeans deliberately mistreated slaves and broke up families for their own purposes.

Critical Thinking

- A. To be able to reinterpret historical judgments by analyzing primary sources.
- B. To be able to support personal interpretation by selecting appropriate evidence.

Values

- A. To recognize the evil inherent in slavery.
- B. To place human values above material values.

TEACHING STRATEGY

TeacherStudents

When students come into class, have them read Part II of "Story of a Slave" (pp. 106-12). (This reading should take only 10 to 15 minutes.)

The rest of the class period is devoted to writing. Put the following statements on the board or hand them out on ditto sheets and ask each student to respond to two of them.

Answers should be short, but as complete as possible. Students must finish by the end of the class period.

Students should determine the truth or falsehood of the statements they respond to, and they should defend their decision with concrete evidence from the readings.

Some of the points that students should bring out in response to the statements include:

1. Europeans, with the power of the gun, were able to put a stop to African tribal wars.

1. Instead of stopping tribal wars with the gun, Europeans increased hostilities. War became all the more bloody. It was

to the advantage of Europeans to increase warfare; it meant more captives and therefore more slaves.

2. In a very real sense, Africans were forced to engage in the slave trade for their own survival.
2. This is correct. If a tribe did not defeat its enemies and take captives, it ran the risk of being enslaved itself.
3. There is really no comparison between the slavery that existed in Africa and the slavery practiced by the Europeans.
3. African slavery was eminently humane compared to the type of slavery practiced by the Europeans. Slaves in Africa were allowed to intermarry with their "owners," to accumulate wealth, and to become responsible members of society. No such freedoms were given to slaves under the Europeans and Americans.
4. The brutal treatment of slaves aboard ship and the separation of family members upon sale gave no advantage to European slavers and owners. Such practices were motivated solely by cruelty.
4. Not true. Brutal treatment aboard ship, including food deprivation, served the purpose of keeping the slaves too weak and frightened to revolt. Separating families also served this purpose by destroying family unity and therefore cultural unity.

UNIT III--LESSON 11

ASSIGNMENT

Read "Ivory First, Child Afterwards" and "White Man, Rich Man; Black Man, Slave" (pp. 113-23).

OBJECTIVES

Knowledge

- A. To know the elements of the "triangular trade."
- B. To know the effects of slavery on Africa.
- C. To know that slaves revolted and freed themselves.

Critical Thinking

- A. To be able to infer values from behavior.
- B. To be able to apply historical evidence to contemporary problems.

Values

- A. To develop sympathy for the victims of slavery.
- B. To develop a sense of responsibility for our fellow men.

TEACHING STRATEGY

Teacher

Return the papers written in the last class.

Students

Discussion of papers.

Teacher

"Why would the slavers put 'Ivory First, Child Afterwards'? What does this tell you about their values?"

"How did the international slave trade work? (Describe the triangular trade.)"

"How did the slave trade affect Africa?"

Students

The ivory was worth more money. The slavers were brutal materialists; slaves were seen only as commodities. Ivory, according to their values, was more precious than human life.

In the first stage of the trade, European merchants sold goods such as cotton, alcoholic beverages, metalware, and guns to African chiefs in exchange for slaves; the second stage involved shipping these slaves across the Atlantic and selling them for sugar, tobacco, and rum; the third stage consisted in taking the American products back to Europe and selling them at high prices.

First, it robbed the continent of more than 50 million of its strongest and healthiest men and women. (Students should be encouraged to discuss why only the strongest became slaves: process of selection that eliminated the old and infirm; brutal treatment that killed the weak.)

Second, it created internal wars in Africa.

Third, it weakened Africa and made way for European colonial takeover.

TeacherStudents

"How did the Africans in North and South America react to slavery?"

"The Spanish were able to conquer the Americas, but what happened when the Portuguese and other Europeans tried the same thing in Africa? Why?"

"Some black Americans today are making demands for reparations: Are these demands justified?"

Fourth, it brutalized the Africans at home as well as those who were enslaved.

They revolted time and time again. They even escaped and went into the mountains, where they formed their own free republics.

They failed. The Africans were too strong for them; they were too well organized.

Students should be encouraged to tap all the information they have gathered about the slave trade.

Some key points for consideration: the slave trade went on for more than 200 years, during which the entire plantation economy of the Americas rested on the backs of black men; without the products of the plantations, the development of America's economy, not to mention the development of Europe's industry, would have been greatly decelerated.

Teacher

"What other people might be justified in making claims for reparations?"

"Can people living today be held responsible for the sins of their fathers?"

Students

The Indians of the Americas.

Open debate. Some students might point out that most people living today are not descendants of slave owners. They might also point out that Europeans were just as involved in the slave trade as Americans were. Hence it is difficult to fix blame. However, other students might mention that each generation inherits the past; there is no way to escape it. We all live with the errors of the past, and we have to try to correct them if we hope to improve the world.

UNIT III--LESSON 12

ASSIGNMENT

Read "Ending the Slave Trade" and "Treaties for Trade" (pp. 124-32).

OBJECTIVES

Knowledge

- A. To know the factors that led to the end of the slave trade.
- B. To know that the British were the leaders in abolishing the slave trade.
- C. To know that the Africans were dependent economically upon the slave trade and were therefore reluctant to give it up.

Critical Thinking

- A. To recognize the limitations of a single-commodity economy.
- B. To be able to infer from a treaty the interests of the parties.
- C. To be able to predict some of the consequences of a treaty.

Values

- A. To sympathize with the African predicament of economic dependency.

TEACHING STRATEGY

<u>Teacher</u>	<u>Students</u>
"What were the factors that brought an end to the slave trade?"	Humanitarian movements in England and changing economic conditions, such as the development of machines, which diminished the need for slaves.
"When did the British make it illegal for their ships to carry slaves?"	In 1807. They banned all slavery in British territories in 1833.
"The British patrolled the coast of Africa, attempting to prevent other countries from trading in slaves. How successful was England? For example, how many years later did the U.S. and Brazil ban slavery?"	The British were not very successful. The U.S. did not abolish slavery until 1883; Brazil not until 1888.
"How did the Africans react to British demands for ending the slave trade?"	They were somewhat reluctant to give up slaving.
Have the students act out the dialogue part of "Ending the Slave Trade."	
"Why were Anna Pepple and King Pepple reluctant to give up the trade in slaves?"	Slaving was their major source of income. They were afraid that their livelihood would be drastically affected.
"What irony do you see in this?"	It was the British who first tried to convince

TeacherStudents

the Africans to sell slaves, and later they tried to convince them not to.

"What are the disadvantages of a one-commodity economy?"

If the demand for that commodity disappears or decreases, the economy may collapse.

"How did the Europeans put the Africans in this weak economic situation?"

The Europeans created the market, so they controlled the demand for goods. The Africans were forced to comply.

"How did Captain Craigie persuade King Pepple to stop the trade in slaves? What assurances did he have to give the king?"

He had to convince the king that trade in other goods, such as palm oil, would make up for the loss in the slave trade. He also had to pay reparations for a period of years.

"Examine the treaty between England and the King of Mellella. How do the articles of the treaty indicate England's new interests?"

The articles show that England was interested in (1) ending the slave trade; (2) opening up other trade; (3) securing safety and free movement within the territory; (4) establishing permanent settlements for traders and missionaries.

"What could such treaties mean for the future position of European powers in Africa?"

Allow students to speculate. They will probably see that these treaties could give Europeans a foothold on the continent,

TeacherStudents

which could eventually
lead to colonization.

Role-playing writing
assignment: "You are
the King of Mellella.
Rewrite the treaty
with England so that
it represents your
best interests."

CLARK LEON E
THROUGH AFRICAN EYES

[illegible]

* 000023373301 *

[illegible]

JAN 2 5 1988

RECOMMENDED FOR USE
IN ALBERTA SCHOOLS

A20772

THROUGH AFRICAN EYES: CULTURES IN CHANGE

LEON E. CLARK, EDITOR

UNIT I. Coming of Age in Africa: Continuity and Change

UNIT II. From Tribe to Town: Problems of Adjustment

UNIT III. The African Past and the Coming of the European

UNIT IV. The Colonial Experience: An Inside View

UNIT V. The Rise of Nationalism: Freedom Regained

UNIT VI. Nation-Building: Tanzania and the World



FREDERICK A. PRAEGER, Publishers
New York • Washington • London